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ABSTRACT

Merit ratings for school media programs that exceed state requirements in Kentucky are explored. Standards for administrative support, facilities, resources, personnel, and programs are provided as well as procedures for conducting a self-study prior to an on-site visit. The self-study instrument which is the major part of the document covers such areas as community background, administrative support, a facilities invertory, resources available, personnel profiles, program activities, and recommended attachments. A glossary of terms completes the form. (RAO)

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ED179229

GUIDELINES FOR MERIT MEDIA PROGRAMS

Division of Instructional Media
Bureau of Instruction

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Frankfort, Kentucky
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MESSAGE FROM THE SUPERINTENDENT

Many factors contribute to the success of a media program. Some factors in the success of media programs are the cooperation and teamwork of the administrators, teachers and media librarians, combined with the support and encouragement of central office administrators. There is a spirit and a philosophy of service and function that is a significant departure from the traditional "library". When the vision is caught by students and staff, learning assumes more productive directions and dimensions. Whether we begin a new cycle of revitalized emphasis on the "basics" or continue to welcome innovative practices, the factors that contribute to the success of the media program remain constant.

Guidelines for Merit Media Programs reflects the concept of media as being an integral part of education and presents a basis for evaluating the media program in the light of quality.

James B. Graham
Superintendent of Public Instruction

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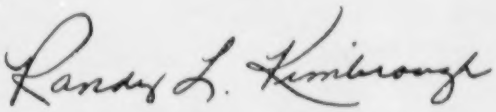
We are grateful to the membership of the Media Cadre for providing the direction and guidance for this publication. Special appreciation is extended to the members of the Writing Subcommittee of the Media Cadre who gave so freely of their time, energy and expertise. This document represents the application of their vision and experience.

Gratitude is extended to Dr. Roland Haun, Superintendent; Ms. Thelma Estes, Media Coordinator; and the school media librarians and principals of the Fort Knox Dependent Schools for volunteering their schools to serve as "pilot programs" for the Merit Rating.

Appreciation is extended to Mr. Ernest Grayson, Superintendent of the Jefferson County Schools; Ms. Barbara Smith, Principal of the Dunn Elementary School; and Mr. James Norsworthy, Librarian; for allowing the members of the Writing Subcommittee to field test a draft of this document on their program.



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INTRODUCTION

The Merit Rating for school media programs is a certificate of commendation recognizing excellence of program and services. A merit program exemplifies effective utilization of personnel, materials, facilities and equipment.

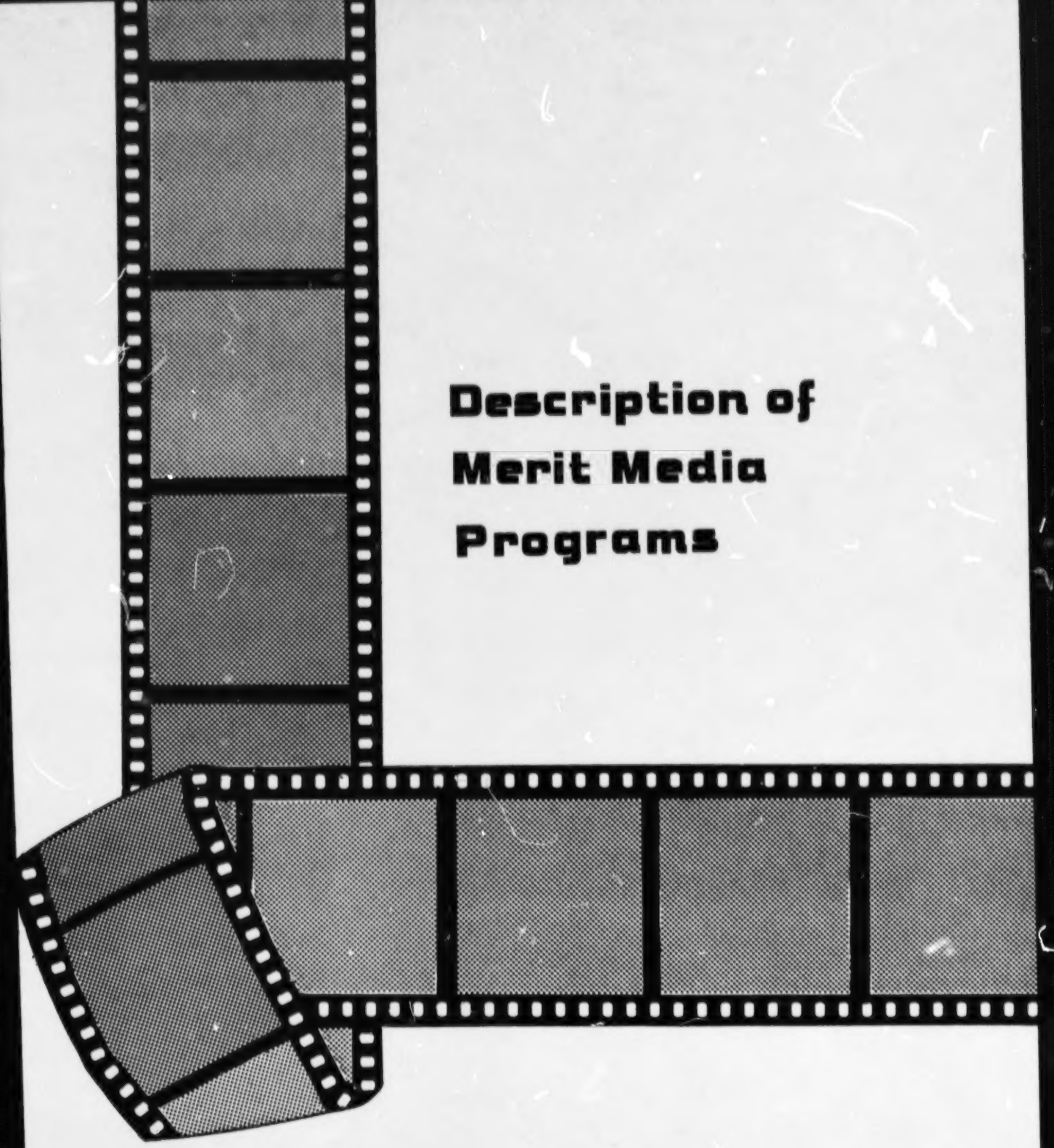
For a number of years the Kentucky Department of Education has been seeking ways to recognize and commend exemplary school media programs. *Guidelines for Kentucky School Media Programs* was approved by the State Board of Education in December 1973. This document was the product of three years of work by a committee of more than forty administrators, media librarians, and school board members. It was designed to serve as a guide for schools desiring to establish quality programs beyond state standards and to bridge the transition period from a book-oriented library to a media center.

In 1976 the Division of Instructional Media, Kentucky Department of Education, developed criteria reflected in a document entitled *Merit Rating Procedural Information and General Criteria for Library Media Programs* which was approved by the State Board for Elementary and Secondary Education in the spring of 1977. The Ft. Knox school district volunteered its schools to field test this document. A cadre of thirty educators -- teachers, administrators, and media librarians -- was formed and briefed in procedures for evaluation of media programs. In March of 1977 these thirty individuals applied the merit criteria to the Ft. Knox schools. Four of the schools were awarded a Merit Rating at the June 1978 meeting of the State Board for Elementary and Secondary Education. The Cadre recommended extensive changes in the criteria and the self-study format. It was also recommended that the *Guidelines for Kentucky School Media Programs* and *Merit Rating Procedural Information and General Criteria for Library Media Programs* be fused into one document to serve as a model for media programs.

Many Kentucky schools have attained the quantitative levels outlined in the *Guidelines for Kentucky School Media Programs.* This document is designed to assist in the transition from emphasis on quantitative to emphasis on qualitative priorities. Schools that have attained the standards described herein should apply to the Department of Education to be considered for the Merit Rating.

Eugene Robinson

Eugene Robinson, Director
Division of Instructional Media



Description of Merit Media Programs

ADMINISTRATIVE SUPPORT

The Essential Prerequisite

School media programs shall meet and/or exceed state accreditation standards. (See current *Standards for Accrediting Kentucky Schools.)*

A central office administrator shall be designated the responsibility for the supervision of media programs.

Financial support shall be sufficient to provide resources, personnel, facilities, and services to meet merit criteria.

Secondary schools shall show evidence of strong media programs in feeder schools.

Provision shall be made to meet the needs of exceptional pupils in the areas of facilities, resources, and program.

The design for learning shall stimulate the use of media resources by pupils and teachers.

Media librarians shall serve the media program on a full time basis and shall not be assigned conflicting responsibilities such as the supervision of study halls, etc.

The physical facilities shall be attractive, functional, and designed and maintained to promote an effective media program.

A media selection and re-evaluation policy shall have been adopted by the board of education.

In-service workshops and other professional activities shall be provided for media personnel.

Extended employment shall be provided for media personnel.

Substitute personnel shall be provided when a media librarian is absent.

Job descriptions shall be written for all media personnel.

The building level administrator shall promote effective use of media resources through policies, organization, and nonrestrictive scheduling.

The school shall have a written philosophy including attainable goals and objectives for its media program.

The media program shall be under continuous evaluation and revision to maintain quality service.

The media program shall show evidence of being stabilized over a period of time.

Centralized services, where provided, shall supplement rather than supplant resources, personnel, and services in the individual school.

FACILITIES

Designed for Program

Merit media programs are essentially quality service programs and may be housed in many different types of facilities. The recommendations for space and furnishings found in the self-study section of this document serve as guidelines for physical facilities, and may be adapted to meet the needs of the instructional program of a particular school.

Media centers shall not be combined with a multi-purpose room or with space designated for any other activity.

The media center shall:

Be located away from noisy areas.

Be accessible during, before, and after school hours.

Be functional in design and inviting in appearance.

Have sufficient light, heat, air-conditioning and/or ventilation.

Provide a sufficient number of conveniently located electrical outlets in all areas.

Provide:

* controlled lighting
* necessary electrical capability for peak loads
* a telephone outlet in the office area and other areas as needed
* an intercommunication outlet in the office area and elsewhere as needed
* television system connections in all areas designed for student use
* space needed for shelving free of light switches, electrical outlets, thermostats, telephone, fire extinguishers, and ventilating equipment
* floor covering made of noise-reducing material, and which meets acceptable light reflectivity standards
* an acoustically treated ceiling
* an equipment storage area close to a corridor exit for easy accessibility.

RESOURCES

Quality Exemplified

The school shall be provided with annual appropriations to be expended for the purchase of media, including print and nonprint, equipment, professional collection, and consumable supplies necessary for processing, cataloging, maintenance, and production.

Traditionally, media program standards have emphasized a specific per pupil amount to be expended from local funds. The current policy of the State Board for Elementary and Secondary Education is to establish a minimum local board appropriation requirement annually.

Annual appropriations are to maintain, not establish, a media collection. The school is encouraged to utilize all financial resources available to provide an exemplary media program for the pupils. Funds for initial collections in newly established media programs shall be in addition to annual appropriations.

Supplementary textbooks, classroom materials, and consumable teaching supplies used exclusively by special departments for classroom instruction shall not be purchased from media appropriations.

Finances alone will not guarantee a quality media program. Merit media programs will reflect careful selection and utilization of all resources.

The media collection shall contain:

Print materials	—	copyrighted items such as books, periodicals, newspapers, and ephemeral materials.
Nonprint materials	—	copyrighted items such as filmstrips, recordings, slides, etc.
Equipment	—	items necessary to utilize available media.
Supplies	—	items such as printed catalog cards, book pockets, transparency film and other items needed for the operation, maintenance, or production of media.
Professional collection	—	current professional media such as journals, books, pamphlets, and non-print media.

The media collection shall be:

Attractive, current and appropriate in content and scope.

Weeded regularly to eliminate outdated, worn, unattractive, and inappropriate media.

Well balanced in coverage of subject, types of media, variety of content and difficulty of use.

Selected for quality based upon individual school community need.

Developed systematically using the latest editions of professional selection aids.

Sufficient in duplication of print and nonprint titles to meet curricular needs and special requests, including paperback editions to meet demands of pupils.

RESOURCES (continued)

Every media center shall be adequately equipped for full media utilization. It is desirable that every classroom teacher who regularly incorporates media into instruction be furnished with equipment for long term use. All instructional equipment shall be inventoried and maintained through the media center.

PERSONNEL

The Vital Force

Competent media librarians and supportive staff are essential to a merit media program. Professional media personnel shall be proficient in both areas of traditional library science and audio-visual education. These persons shall be knowledgeable in the areas of curriculum development, learning theory, and communications, and shall possess administrative skills, leadership qualities, creativity, enthusiasm, and the ability to work effectively with pupils and faculty.

All professional media personnel shall hold proper state certification.

Media personnel shall participate in professional activities and contribute to the growth of the profession.

The supportive media staff shall have basic clerical skills such as the ability to type, file and perform routine duties under the supervision of the professional media staff. Adequate supportive staff permits the effective utilization of professional time and talent.

Volunteer assistants and professional and nonprofessional media personnel in a central support system shall not reduce personnel requirements in an individual school.

PROGRAM

Belief Translated Into Action

Program is the means by which the total school population benefits from the media facility, staff and resources. An exemplary program reflects a design for learning that relies on media use and a cooperative working relationship among administrators, teachers, and media personnel.

Administrative support and adequate financial resources are prime requisites for a successful and stable media program.

Essential to such a program is a well-developed, planned collection that reflects the school's curriculum and the recreational interests of pupils.

A facility that is inviting, functional and attractive stimulates use by the total school population.

The most vital ingredient in a dynamic media program is the professional staff. Capable, energetic, creative and enthusiastic people are the moving force in any exemplary program. To function effectively, media personnel assume various roles. They must act as:

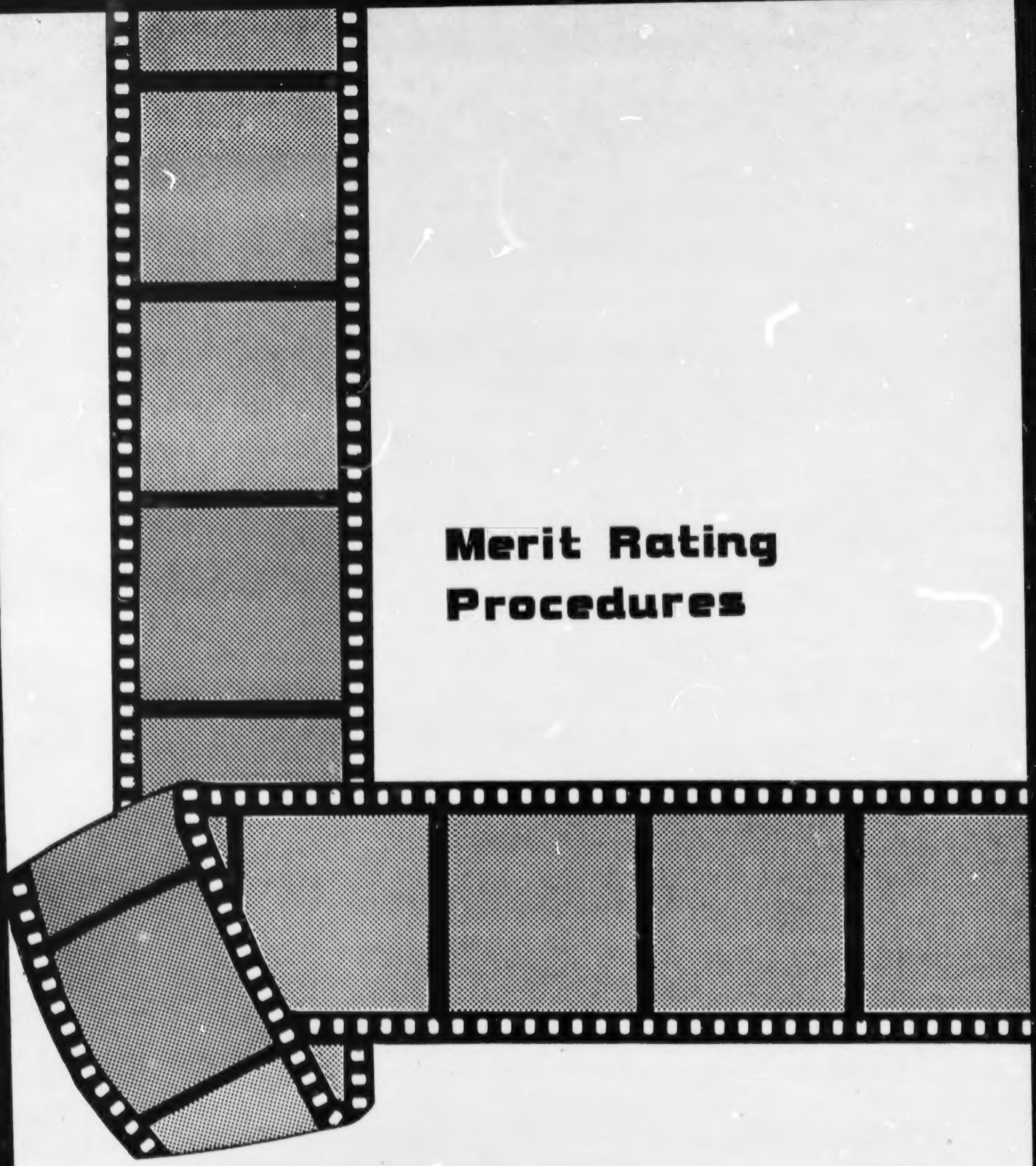
Educators, instructing the total school population in the use of media, participating in curriculum development, and cooperating with teachers in the use of the media center as an extension of classroom instruction;

Organizers, coordinating all school learning resources for ease of accessibility and providing flexible and simultaneous use by classes, small groups, and individuals;

Technicians, preparing learning materials not readily available for purchase and maintaining materials and equipment in working order.

A media program worthy of a Merit Rating has as its main concern the people it serves -- pupils and faculty.

Specific components identified with a merit program are detailed in the checklist of Media Program Activities found in the self-study section of this document.



Merit Rating Procedures

MERIT RATING PROCEDURES

Step 1

A school desiring consideration for a Merit Rating will make a written request early in the school year to the Director, Division of Instructional Media, Bureau of Instruction, Kentucky Department of Education, Frankfort, Kentucky 40601.

Step 2

Upon receipt of the request, a letter of acknowledgement and self-study forms will be mailed to the district superintendent and school principal. If, after reviewing the self-study, the school decides to pursue the Merit Rating, a preliminary visit will be scheduled at the school. The purpose of this visit is for the staff in the Division of Instructional Media to confer with the central office personnel, principal, media librarian and school staff to determine the appropriateness of a Merit Rating evaluation.

If it is decided that a Merit Rating evaluation should be conducted, the district school superintendent shall submit a formal request and plans will be made for a self-study and an on-site visit.

Step 3

The Division of Instructional Media will select persons to serve on the evaluation team. The evaluation team will consist of a minimum of three members selected from general educators and media librarians. The Director of the Division of Instructional Media will confirm in writing the date of the evaluation visit and the names of the visiting team members.

Step 4

No later than January, and six weeks prior to the evaluation visit, the completed self-study shall be forwarded to the Division of Instructional Media.

Step 5

Three weeks prior to the scheduled visit, the Division of Instructional Media shall furnish each member of the evaluation team a copy of the self-study and an itinerary.

Step 6

Suggested visitation procedures:

First Day	
8:00 - 10:00	*Orientation meeting with school administrators and school media personnel.*
10:00 - 3:00	*Visitation with school media librarians, support personnel, classroom teachers and pupils.*
3:00 - 5:00 or 7:00 - 9:00	*Team meets to begin developing written report. Wrap-up session by members of the evaluation team to discuss strengths, weaknesses and recommendations.*
Second Day	
8:00 - 10:00	*Confirm findings and gather further information*
10:00 - 2:00	*Complete written report.*
2:00 - 3:00	*Team report to school district personnel.*

Step 7

A team report shall be submitted to the Director of the Division of Instructional Media, detailing findings and recommendations. A copy of the team's report shall be sent to the superintendent and school principal bv the Division of Instructional Media.

Step 8

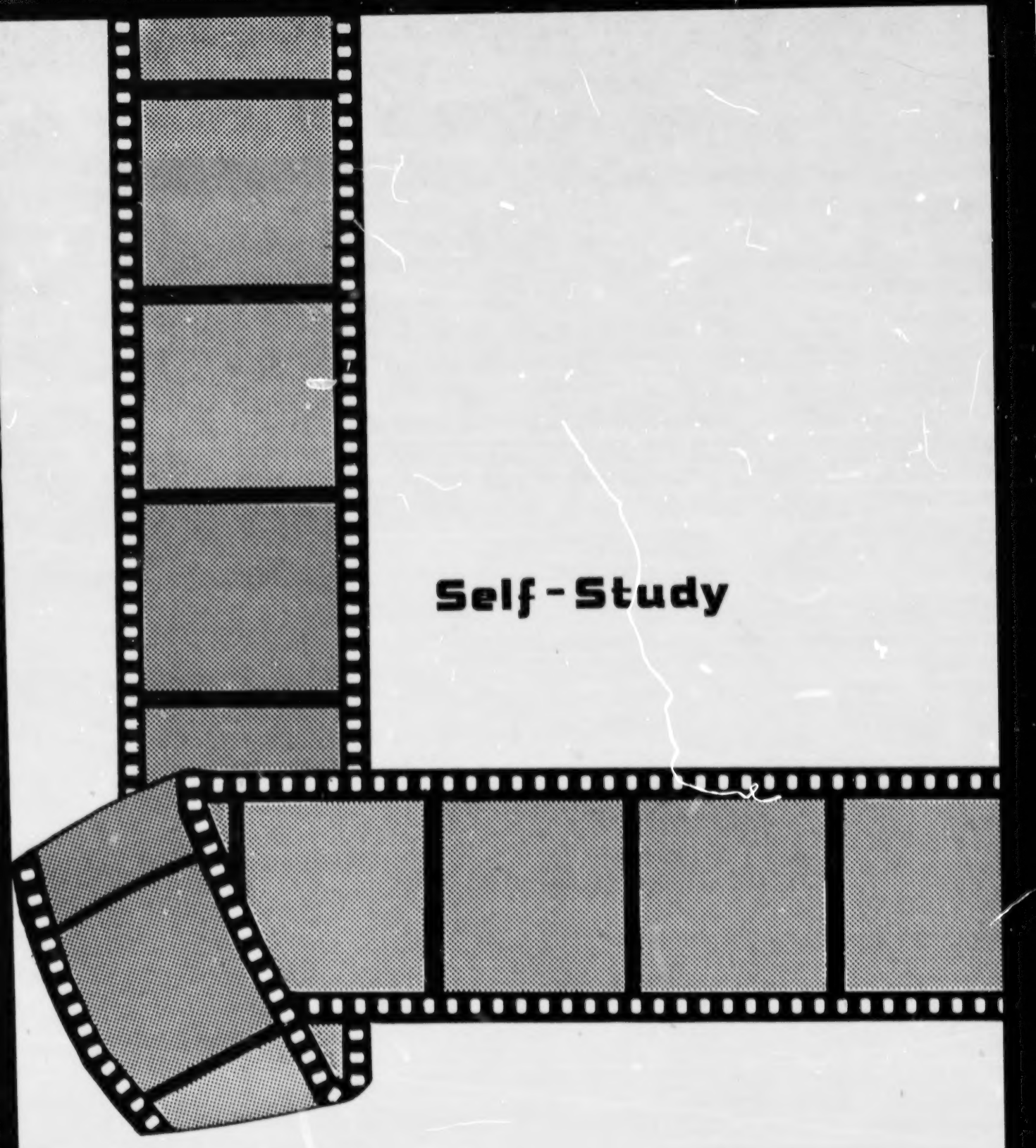
Merit media program recommendations shall be submitted to the State Board for Elementary and Secondary Education for actio.n at the May meeting.

Step 9

Schools with media programs recommended for a Merit Rat'ng will be notified of the action of the State Board for Elementary and Secondary Education following the May meeting. If a Merit Rating is awarded, a certificate of recognition will be presented to the school. This recognition terminates at the end of a five year period.

Step 10

To verify maintenance of a merit program and to identify progress in achieving improvements, the principal shall submit an annual progress report to the Division of Instructional Media no later than May 1 of each year.


Self-Study

PURPOSE

The self-study is designed to profile media programs, including facilities, resources, personnel and administrative support within an individual school. It may be used by a school library media staff in the following ways:

As a resource guide describing an exemplary media program.

As an instrument for self-evaluation for identifying strengths and weaknesses.

As a meaningful in-service activity for the school.

To determine an individual school's eligibility for consideration for the Merit Rating.

To provide a data base for use by an evaluation team to assess the status of the program.

SELF-STUDY COVER SHEET

Name of School _____ School District _____

Address _____

Telephone Number _____

Enrollment _____ Grades _____

Number of Teachers _____ Number of Teaching Stations _____

Number of years Media Program has been in operation _____

Name of Superintendent _____

Name of Central Office Media Administrator _____

Name of Principal _____

Name of Librarian(s) _____

Name of Clerk(s) _____

_____

Return Completed Self-Study to:

Division of Instructional Media
Capital Plaza Tower
Frankfort, Kentucky 40601

COMMUNITY BACKGROUND

Briefly describe the community served by the school addressing the following:

Population trends

Ethnic composition

Industrial impact

Cultural resources

Educational institutions

Percentage of pupils transported

Public library service

Bookmobile service

Socioeconomic status

Other pertinent information

ADMINISTRATIVE SUPPORT

Name of central office administrator responsible for the district-wide supervision of media programs: _____

_____

Describe the manner in which this person functions:

Check where appropriate:

Centralized Services Available		Centralized Resources Available	
Consultative services	_____	Materials Center	_____
Acquisition of media	_____	16mm films	_____
Cataloging of media	_____	Other software	_____
Processing of media	_____	Realia	_____
Inter-building delivery	_____	Equipment	_____
Preview services	_____	Professional books	_____
Television services	_____	Professional journals	_____
Production center	_____	Other (Explain)	_____
Equipment repair	_____		
Other (Explain)	_____		

Total financial resources expended during the past three years for this school:

	Local Board Funds			Federal Funds			Other (Indicate Source)		
	19__	19__	19__	19__	19__	19__	19__	19__	19__
Print Media									
Nonprint Media									
Periodicals									
Supplies									
Instructional Equipment									
Other (Specify)									

ADMINISTRATIVE SUPPORT

Local board per pupil appropriation (current school year):

Print _____
Nonprint _____
Instructional Materials _____

Other funding sources (current school year):

Federal _____
P.T.A. _____
Other _____

Number of weeks provided for extended employment:

	Before School Term	After School Term
Professional Staff	_____	_____
Clerical Staff	_____	_____

Administrative support is demonstrated by:

	Yes	No
Operational media program policies.	_____	_____
Involving media librarians in curriculum planning.	_____	_____
Cooperative scheduling of classes in the media center.	_____	_____
Encouraging teachers to use the center.	_____	_____
Involving media librarians in budget planning.	_____	_____
Annual evaluation of media program.	_____	_____
Scheduling of teacher/media librarian planning time.	_____	_____
Providing substitutes in the absence of media librarians.	_____	_____

FACILITIES

	Yes	No
The media center is:		
Centrally located within the school.	_____	_____
Sufficient in size to seat ten to fifteen percent of the population.	_____	_____
Functionally planned and arranged.	_____	_____
Attractive and inviting in appearance.	_____	_____
Equipped with:	_____	_____
adequate lighting	_____	_____
adequate heating	_____	_____
adequate ventilation	_____	_____
acoustical floor covering	_____	_____
acoustical ceiling	_____	_____
sink with running water	_____	_____
sufficient number of electrical outlets	_____	_____
conveniently placed electrical outlets	_____	_____
functional furnishings	_____	_____
sufficient shelving to house book collection	_____	_____
sufficient shelving to house periodical collection	_____	_____
sufficient specialized shelving to house nonprint collection	_____	_____
adequate storage space	_____	_____
easily accessible equipment storage	_____	_____
telephone	_____	_____
intercom	_____	_____
television studio	_____	_____
darkroom	_____	_____
production area	_____	_____
Are there designated areas for:		
Storytelling	_____	_____
Reference	_____	_____
Browsing	_____	_____
Viewing and listening	_____	_____
Individual study	_____	_____
Use by an entire class	_____	_____
Office	_____	_____
Workroom	_____	_____
Conference	_____	_____
Professional collection	_____	_____

Recommendations	Local Facility Description
Main Media Room Elementary — 1200 - 1400 sq. ft. Jr. High or Middle School — Seating for 10-15% of enrollment with 35 sq. ft. per student. Secondary — 10-15% of enrollment with 40 sq. ft. per student. No more than 100 students seated in one room. Shelving and storage for all types of materials.	
Conference Rooms All Schools — 120-200 sq. ft. for each room. Adjacent and connected to main room. Glass partitions. Acoustically treated. Movable walls for combining. Electrical and television outlets.	
Projection Room or Media Classroom All Schools — 900 sq. ft. or over. Flexible space equivalent to classroom area. Accessible from main media room and corridor. Equipped for instructional purposes.	
Administration All schools — 120 sq. ft. or over. Office space for professional staff members. Telephone.	

Recommendations	Local Facility Description
Work and Production Room Enrollment up to 500 — One room - 500 sq. ft. Enrollment over 500 — Additional rooms of 225 sq. ft. as needed. Opens into main media room with glass vision panels between. 18" - 24" deep counters with laminated plastic top. Storage drawers, cabinets and shelves. Sink, running water. Electrical outlets.	
Media Equipment Room Enrollment up to 500 — 400 sq. ft. or over Enrollment over 500 — 600 sq. ft. or over Close to exit for easy distribution. Adjustable shelving to accommodate various types of equipment. Electrical outlets.	
Professional Center All Schools — 600 sq. ft. or over Near media production area.	
Periodical Storage All Schools — 250 sq. ft. or over Space for back issues of periodicals readily accessible for use.	

Recommendations (Optional Areas)	Local Facility Description
Dark Room All schools 100 sq. ft. Light proof and equipped with light locks.	
Television Studio All Schools 40' x 40' with necessary control space. Soundproof, 15' ceiling, doors 14' x 12'.	
Storage All Schools 800 - 1,000 sq. ft. For television properties, visuals, etc.	
Studio Office With Work Space All Schools 1,200 sq. ft. Place back-to-back with television studio.	
Radio Studio All Schools 20' x 25' studio with necessary control space. Near television studio.	
Computerized Learning Laboratory All Schools 900 - 1,000 sq. ft. Facilities to have response capabilities.	
Storage and Control Center for Remote Access All Schools 900 - 1,000 sq. ft.	

Recommendations (Furnishings)	Local Facility Description

The Main Media Room shall contain:

Shelving which shall:

Be adjustable.
Have backing and ends.
Meet standards for dimensions.

If shelving is constructed locally, it must meet the specifications for standard shelving as stated:

Width of section on centers	3 feet
Depth of shelving:	
standard	8 - 10 inches
oversize	10 - 15 inches
Thickness of shelving	1 inch approx.
Height of section:	
base	4 - 6 inches
total height of standard section:	
elementary school	5 - 6 feet
junior high or middle school	6 feet
secondary school	6 - 7 feet
total height of counter section	42 inches

Specifications for special shelving for:

Current periodicals	
depth of slanting shelves	16 inches
depth of straight shelves	12 inches
Back issues of periodicals	
depth of shelves	12 - 15 inches
Picture or easy books	
depth of shelves	12 inches
space of shelves	14 - 16 inches
¼ inch upright partitions	7 - 8 inches apart in each section
Records	
depth of shelves	16 inches

Capacity estimates of shelving:

Number of books per three-foot shelf when full:	
books of average size	30
reference books	16
picture books (with dividers)	60

Shelves should be no more than 2/3 full.

Recommendations (Furnishings)	Local Facility Description
Total capacity depends on the size of the collections plus anticipated expansion. Placement of shelving: Space between stacks shall be a minimum of 36 inches Windows should be at least 45 inches from the floor to allow for standard 42" shelving.	
Storage for Nonprint Media Specially designed storage shall be provided for: Materials: films, filmstrips, slides, transparencies, recordings, maps, globes, charts, models, realia, programmed materials, kits. Equipment	
Tables and Chairs - Specifications Elementary: Table Height - 25" - 28" Table Width - 3 feet Table Length - 5 - 6 feet Diameter (Round) - 4 feet Chairs - 14" x 17" Junior High or Middle School: Table Height - 27" - 30" Table Width - 3 feet Table Length - 5 - 6 feet Diameter (Round) - 4 feet Chairs - 16" - 18" Secondary: Table Height - 29" - 30" Table Width - 3 feet Table Length - 5-6 feet Diameter (Round) - 4 feet Chairs - 18"	
Carrels (both wet and dry) - Specifications depth - 24" height - 25" - 29" (depending on elementary or high school) width - 36"	
Circulation or Charge Desk	

Recommendations (Furnishings)	Local Facility Description
Card Catalog Cabinet Units shall be standard equipment purchased from a firm specializing in media center furniture. Capacity estimate: 6 cards per media item; 1,000 cards per drawer Other furnishings (equipment and furniture) Book trucks Legal size filing cabinets Dictionary stands Atlas stands Large picture files Newspaper racks Periodical index tables Exhibit cases Copying machines Electrical time stamps Microreaders Electrical charging system	
The Workroom and Office Area shall contain: Shelving: Height - 6 shelves or 82" Tables Chairs: Straight and Posture Office Desks Filing Cabinets Card Catalog Cabinet - for shelf list Typewriters Book Trucks Step Stool Storage Cabinets	

Recommendations	Holdings
Books Schools with fewer than 100 students shall have a collection of not less than 1,000 titles. Schools with more than 100 students shall have at least 3,000 - 5,000 titles representing 5,000 books or ten books per student, whichever is greater. During any one school year, no more than five copies of of any single title shall be purchased from media center appropriations. Paperback books shall be provided to meet pupil demands. A collection of current professional books containing practical helps for teachers shall be provided.	**Books** Number of Volumes Number of Titles Number of Books Per Pupil Number of Paperbacks Number of Professional Books
Magazines Elementary School: K-6 -- 20 up K-8 -- 30 up Junior High or Middle School: -- 50 up Secondary School: -- 75 up All Schools: In addition to above, magazine indexes and duplication of titles as needed.	**Magazines** Number of Magazines Number of Professional Magazines
Newspapers All Schools: 2 to 6 1 local 1 major regional High schools should consider a newspaper with national circulation.	Number of Newspapers
Information or Vertical File All Schools: Current collection of pamphlets and other non-book printed media covering a wide range of subjects to meet individual school needs.	Yes _____ No _____

Recommendations		Holdings
Filmstrips Includes both silent and sound:	1 per student or minimum of 500, whichever is greater.	_____ Number of Filmstrips
Recordings Includes cataloged tapes and discs:	1 per student or minimum of 300, whichever is greater.	_____ Number of Recordings
Graphic Materials Art prints: Study prints: Other graphics:	Minimum of 100 35 sets Pictures, posters, photographs, charts, diagrams, graphs, and other types as needed.	_____ Number of Art Prints _____ Number of Study Prints Circle materials contained in your collection.
Transparencies All schools:	To be purchased or produced to serve curricular needs. Plus a selection of subject matter masters or originals.	_____ Number of Transparencies
Globes Elementary School: Secondary School: All Schools:	K-8 – 1 per teaching station Sufficient to meet curricular needs. In addition to the above, special globes in media center as needed.	_____ Number of Globes
Maps All Schools:	1 map for each region studied and special maps. Wall maps for teaching stations as needed.	_____ Number of Maps

Recommendations		Holdings
16mm Films All Schools:	It is recommended that individual schools provide funds for rental of 16mm films. If a film will be used more than five different times during each school year, purchase may be considered	Access to a 16mm film collection is provided. Yes _____ No _____ List sources of 16mm films.
Other Materials All Schools:	To be purchased as available and needed in the curriculum. Includes kits, programmed media, microforms, realia, art objects, videotape recordings, remote access materials, models and sculptures, 8mm films, slides, games and toys, and specimens.	Circle materials contained in your collection.
Equipment		
16mm sound projectors	1 per 10 teaching stations	
2" x 2" automatic slide projectors	1 per 25 teaching stations	
Filmstrip projector or filmstrip slide projector	1 per 3 teaching stations	
Sound filmstrip projectors with built-in record player or cassett tape player	1 per 16 teaching stations	
Individual filmstrip viewer	1 per teaching station — K-8 Sufficient to meet curricular needs — 9-12	
2" x 2" slide viewer	1 per school	
Overhead projectors	1 per 2 teaching stations	
Opaque projectors	1 per floor in teaching building	
Projection screens, wall mount 60" x 60" minimum size	1 per teaching station	
TV, minimum 23" screen Color TV Black/White TV	Sufficient TV all-channel receivers should be available in every school to provide appropriate TV utilization.	

Recommendations		Holdings
Equipment (continued)		
VTR, reel-to-reel or cassette	1 per school	_____
Video Camera	1 per school	_____
Projection carts - all complete with 20' electrical assembly.	As needed for effective utilization of projection equipment.	_____
Recommended heights:		
42" for use with 16mm film, filmstrip and slide projectors.		
34" - 36" for use with opaque, filmstrip and slide projectors.		
26" - 30" for use with overhead projectors. 16" for use with overhead projectors (teacher seated).		
24" for use with small overhead.		
42" - 54" for use with television receivers, with shelf for video-tape recorders.		
Radio - battery operated	1 per school	_____
Record players	1 per teaching station — K-5 1 per 3 teaching stations — 6-12	_____
Reel-to-reel tape recorders	1 per school	_____
Cassette tape recorders	1 per teaching station — K-5 1 per 3 teaching stations — 6-12	_____
Listening stations, portable, with 6-10 sets of earphones	1 per teaching station — K-5 1 per 3 teaching stations — 6-12	_____
Local Production		
Initial equipment per school:		
Dry mount press		_____
Tacking iron		_____
Duplicating machine		_____
Primary typewriter		_____
Tape splicer		_____
Film splicer		_____

Recommendations	Holdings
Local Production (continued)	
Initial equipment per school: Transparency maker	
Paper cutter	
Equipment (Optional) Sound filmstrip previewer	
Super 8mm motion picture camera and projectors	
Rapid process camera, Polaroid type or Kodak type	
Equipment for darkroom	
Copy camera and stand	
Film rewind	
Slide reproducer	
Language masters	
Lettering kits	
Closed circuit television distribution system	
AM-FM radio receivers	
Microreader printer	
Microreader	
Controlled reading projector	
Portable PA system	
Laminating equipment	
Programmed devices	
Calculator	

Selection Aids

List five selection aids that you use regularly: _____

_____

_____

_____

_____

Recommendations	Holdings	
Selection Aids (continued)		
	Yes	No
Collections reflect acquisition of new and current media.	_____	_____
The print collection is weeded systematically.	_____	_____
The nonprint collection is weeded systematically.	_____	_____
The equipment collection is weeded systematically.	_____	_____

PERSONNEL

Required Staff Assignment and Load for a Merit Media Program

Media Librarian	Clerk	Pupils
	½	up to 400
1	1	401 - 800
1	1	801 - 1200
2	2	1201 - 1600
2	2½	1601 - 2000
3	3	2001 - 2400
3	3½	2401 - 2800
4		

Number of Media Librarians _____ Number of Media Clerks _____

Each media center staff member shall complete a personnel information form.

PERSONNEL

Media Librarian

Name: _____

Educational Experience

Undergraduate Degree _____ Major _____ Minor _____

College or University _____ Date _____

Master's Degree(s) _____

College or University _____ Date _____

Other Degrees _____

Hours in Library Science and Media courses: Semester _____ Quarter _____

Professional Membership

____ALA ____AASL ____ALSC ____YASD ____AECT ____KACT

____SELA ____KLA ____KSMA ____NEA ____KEA ____Other (Please List)

Professional Preparation (Please check media courses in which you have received college credit at either the graduate or undergraduate level.)

____Children's Literature
____Young People's Literature
____School Media Organization & Adm.
____Reference and Bibliography
____Advanced Reference
____Cataloging & Classification
____Advanced Cataloging
____Research Methods
____Preparation of Media
____Television Production
____Photography
____Storytelling
____Government Documents
____Media Center Practicum
____Folklore
____Introduction to Librarianship
____Specialized Bibliography Course
____Graphics
____Periodicals
____Information Science
____Other (Specify)

Professional Experience

Professional Activities (List workshops, conferences, meetings attended; offices held; articles published; etc., for the past three years.)

Media Clerk

Name: _____

Educational Experience

Preparation

Typing	Yes _____	No _____
Shorthand	Yes _____	No _____
Other	_____	_____
	_____	_____
	_____	

Work Experience

PROGRAM

Checklist of Media Program Activities

This checklist, designed for the media librarian, contains specific activities identified with a merit media program and is to be used as a self-evaluation instrument. This list is a modification of "Task Analysis of School Media Librarians" compiled by Ann Franklin, Library Consultant for the Jefferson County Schools, Louisville, Kentucky.

Administrative	Yes	No	Comments
Develops policies concerning operations and programs.			
Administers budget.			
Supervises and evaluates media personnel.			
Maintains an effective public relations program.			
Develops short and long range goals and and objectives with teachers and administrators.			
Determines quality program through continuous evaluation by staff, pupils, faculty and administrators.			
Provides full media service each day pupils are in attendance.			
Provides media service before and after the school day.			
Provides media service during vacation periods.			
Maintains schedule of classes using the media center.			
Assumes responsibility for pupil behavior in the media center.			

PROGRAM

Administrative	Yes	No	Comments
Utilizes adult volunteers.			
Utilizes pupil volunteers.			
Develops procedural manual for media staff and volunteers.			
Recommends criteria for the selection of media personnel.			
Informs staff of directives, activities, and requests.			
Records needed statistics.			
Orders supplies for materials and equipment.			
Attends meetings and participates in professional activities.			
Cooperates with other libraries and supportive agencies in the area.			
Informs public librarians about school activities.			
Visits other schools to observe media programs.			
Plans arrangement of the media center's space and furniture for easy accessibility.			
Handles complaints and objections to particular media and services.			
Supervises practicing media librarians from teacher education and graduate library schools.			
Sponsors library club or related activity.			

Organization - Professional			
Organizes and arranges media for ease of accessibility.			
Establishes cataloging and classification policies.			

Organization - Professional	Yes	No	Comments
Catalogs all media permanently located within the building using a nationally approved classification scheme.			
Purchases commercially printed catalog cards when possible.			
Prepares sets of catalog cards when necessary.			
Verifies preliminary filing of catalog and shelf list cards.			
Maintains accession and inventory records of all media housed in school.			
Maintains reserve collections, assembling and clearing as required.			
Organizes and maintains special collections of media.			
Plans for reorganization and relocation of media.			
Processes records for materials withdrawn and removes cards from card catalog.			
Maintains a file of media catalogs for selection purposes.			
Organization - Clerical			
Handles sorting, filing, typing, mailing, and other aspects of correspondence.			
Types notices, requisitions, bulletins, bibliographies, letters, stencils, orders, etc.			
Issues pupil library cards.			
Searches for and assembles bibliographic data for ordering materials.			
Checks card catalog and shelf list for ordering and duplication of materials.			

Organization - Clerical	Yes	No	Comments
Unpacks and checks new materials and equipment received, and verifies invoices with shipment and order.			
Prepares materials for circulation.			
Types cards, pockets and labels for materials.			
Pastes pockets and date-due slips in materials.			
Places call numbers, classification numbers, and copy numbers on media.			
Covers books with plastic jackets, shellacs or lacquers book spines and covers.			
Reinforces books, magazines and other paperbound materials.			
Posts receipt of periodical issues and newspaper subscriptions, determines whether service is regular and prepares materials for use.			
Circulates media.			
Delivers and collects media.			
Sorts and shelves books and nonprint media.			
Reads shelves and vertical files and maintains them in proper order.			
Assists in inventorying.			
Assists in weeding.			
Selection of Media			
Involves faculty and pupils in the selection and evaluation of print and nonprint media for purchase.			
Confers with faculty and administration regarding selection and evaluation of instructional equipment for purchase.			

Selection of Media	Yes	No	Comments
Reviews new print media.			
Arranges for and/or conducts preview and evaluation sessions for nonprint media.			
Selects media from nationally recognized review sources.			
Maintains a media consideration file for future purchases.			
Enlists faculty and pupils in the continuous evaluation of existing media collections.			
Keeps school population informed of old and new media available for use.			
Confers with sales representatives to learn of new media.			
Maintains a file of consumer information concerning the purchase of new media.			
Avoids unnecessary duplication of media within the community.			
Avoids unnecessary duplication of media within the school.			
Consults local publications and periodicals for resource materials and information.			
Withdraws uninviting, unattractive, inappropriate, and outdated media.			
Checks bibliographies.			
Includes materials that reflect the ethnic background and culture of the community.			
Maintains an extensive collection of popular paperbacks.			
Provides print materials on varying levels of difficulty.			
Circulation			
Establishes circulation procedures for ease of accessibility by pupils and teachers			

Circulation	Yes	No	Comments
Circulates materials and equipment to classrooms for short and long term loans.			
Sets up and organizes circulation desk daily.			
Maintains circulation files and records.			
Maintains list of overdue and missing materials.			
Computes, collects, and records payments for overdue, damaged or lost media.			
Locates requested media and informs user of availability.			
Plans system of scheduling and delivery of equipment.			
Orders and returns media from district and other sources.			

Instruction			
Provides sequential instruction to pupils in the use of the media center and its resources.			
Gives informal instruction in the use of the media center and its resources as needed.			
Provides guidance in developing listening, viewing, and reading skills.			
Helps in development of good study habits, independence in learning, and critical evaluation skills.			
Gives instruction in basic reference techniques.			
Relates media skills to classroom content when possible.			
Evaluates pupil performance in media skills and informs teachers of results.			

Instruction	Yes	No	Comments
Conducts in-service workshops for teachers on media production techniques.			
Conducts in-service workshops for teachers on utilization of media.			
Conducts in-service training program for media staff and volunteers.			
Provides specialized instruction to exceptional children.			
Curriculum			
Participates in curriculum development and revision.			
Serves as resource person in curriculum implementation.			
Coordinates media and programming with curriculum activities, units, and textbooks.			
Observes classroom work to coordinate media programs with classroom instruction.			
Assists teachers in developing units, programs, and learning centers appropriate for their subject area and grade level.			
Provides pertinent information regarding pupil progress, problems and achievements.			
Develops new uses for media and works with teachers to implement instructional innovations.			
Serves on textbook selection committees.			
Engages in research activities relative to media programs.			
Program Services: Publicity and Information			
Develops a media center handbook.			

Program Services: Publicity and Information	Yes	No	Comments
Prepares and distributes notices, bulletins, and other publicity materials.			
Plans, prepares and arranges bulletin boards, displays, and exhibits.			
Plans, organizes and supervises media center projects such as book or media fairs, story hours, film festivals, special programs and productions.			
Plans activities for Book Week and National Library Week.			
Exhibits pupil work.			
Publicizes current radio and TV programs of interest to pupils and teachers.			
Suggests related media, ideas and resource people for classroom units.			
Assists with media for extra-curricular activities.			
Holds seminars and lectures in the media center.			
Establishes rapport with the local news media.			
Familiarizes pupils and teachers with outside sources of information, such as academic or public libraries, museums, government agencies, human resources, etc.			

Program Services: Reading			
Provides individual reading guidance.			
Cooperates with teachers in assisting pupils with reading and study problems.			
Maintains awareness of pupils' reading habits and interests.			
Conducts activities for pupils to share personal reading.			
Assists with vacation reading programs.			

PROGRAM

Program Services: Reading	Yes	No	Comments
Encourages and promotes reading by giving book talks to classes.			
Encourages and promotes reading by reading aloud to individuals or classes.			
Program Services: Faculty Members			
Informs teachers of new media center services.			
Develops, maintains and promotes use of a professional media collection.			
Establishes with teachers procedures for assignments involving use of the media center and its resources.			
Routes professional materials to appropriate teachers and department heads.			
Program Services: Reference and Reading			
Answers ready-reference questions and performs general reference services.			
Assists in locating specialized information.			
Administers inter-library loan services.			
Prepares bibliographies.			
Writes reviews and annotations.			
Makes available copying services meeting provisions of copyright law.			
Program Services: Nonprint			
Assists teachers and pupils in production of media.			
Assists teachers and pupils in locating and selecting nonprint media from available outside sources.			
Provides equipment as necessary for use by pupils in the media center, classroom and home.			

Program Services: Nonprint	Yes	No	Comments
Assumes responsibility for setting up and operating equipment in classroom.			
Gives assistance with equipment emergencies.			
Assists in delivering educational television broadcasts.			
Monitors use of electronic teaching equipment.			
Develops continuous orientation and in-service in advancing technology.			
Preparation of Materials			
Develops and assembles kits of materials.			
Adapts commercial materials and equipment to meet special needs.			
Designs printed publicity materials such as posters, bookmarks, and other graphic displays.			
Operates lettering and drawing devices.			
Hand letters materials.			
Makes simple devices for use in instruction such as felt boards, bulletin boards, puppets, dioramas and other instructional models.			
Develops special audio and video tapes for school needs.			
Records meetings, speeches, programs and performances.			
Assists in video tape programs.			
Photographs school activities and groups.			
Selects items from newspapers and magazines for information file.			
Dry mounts or laminates pictures and clippings.			

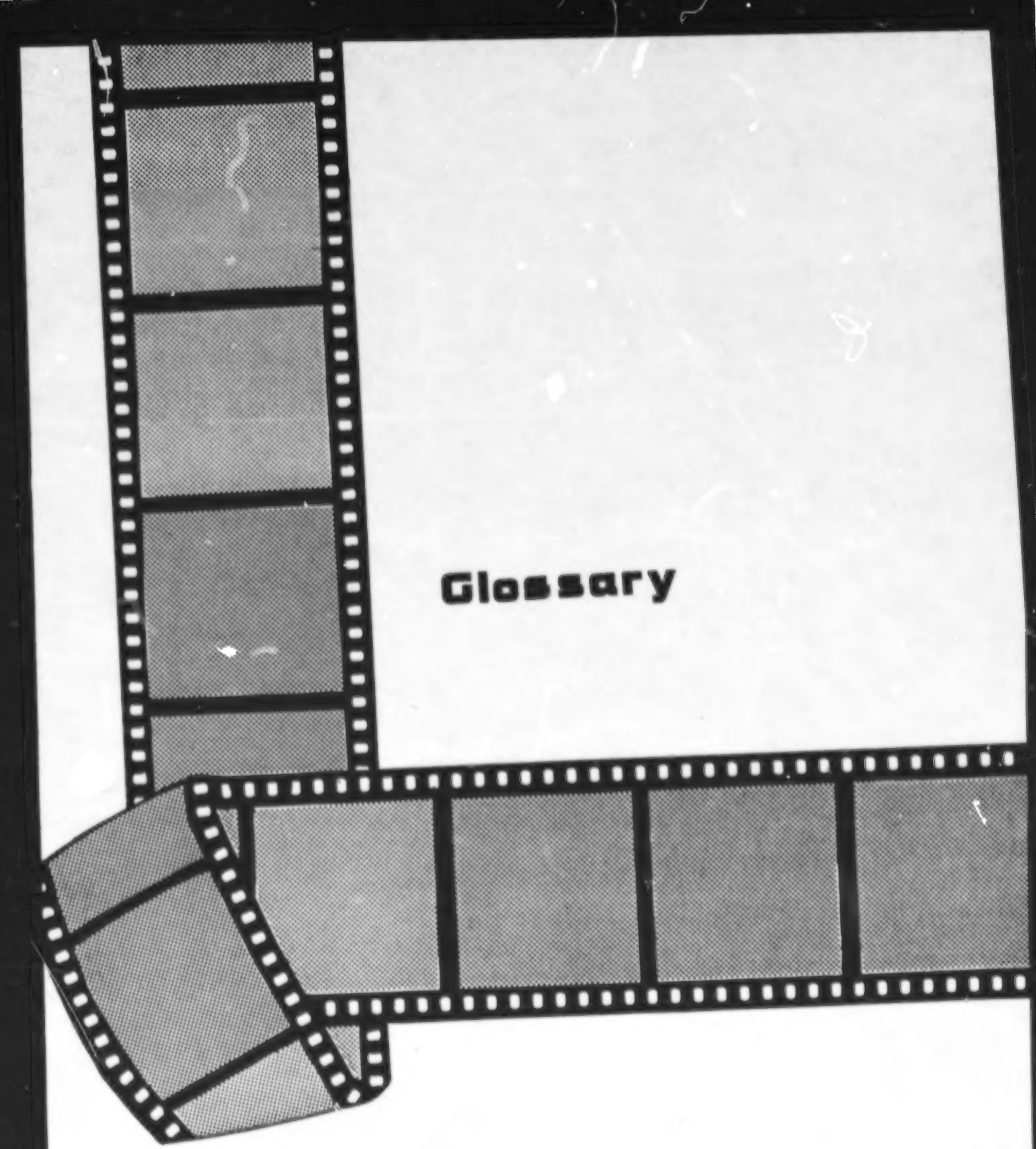
Preparation of Materials (continued)	Yes	No	Comments
Designs new materials for instructional use such as slides, filmstrips, charts, graphs, and transparencies.			
Maintenance of Materials & Equipment			
Establishes policies concerning maintenance of media.			
Inspects and repairs print media.			
Inspects and repairs non-print media.			
Maintains, repairs and makes minor adjustments to equipment.			
Assumes responsibility for major repair of media.			
Maintains cumulative records on condition and maintenance of equipment.			
Prepares materials for bindery and maintains bindery records.			
Checks bindery invoices and returns materials to proper location.			

ATTACHMENTS

Include one copy of the following:

- —School media program philosophy with goals and objectives
- —Materials selection policy
- —Recommendations of the last evaluation of your program by the Southern Association and/or Kentucky Department of Education
- —Teacher-pupil-parent attitudinal survey forms and results
- —Floor plan of the center, indicating how areas are used
- —Job descriptions for all media personnel
- —Media Librarian's Report for the past three years
- —List of magazines and newspaper subscriptions
- —Library media center's schedule for the past three months
- —Circulation statistics for the last three years
- —Publications relating to your library media program
- —A description of the design for learning in your school. Consider such factors as curricular patterns, large or small group instruction, heterogenous or homogenous grouping, etc.
- —A description of your program, including weaknesses and strengths in each area identified below:

  Administrative support
  Facilities
  Resources
  Personnel
  Program



Glossary

GLOSSARY

AASL — American Association of School Librarians

AECT — Association for Educational Communications and Technology

ALA — American Library Association

ALSC — Association for Library Services for Children

KACT — Kentucky Association for Communications and Technology

KEA — Kentucky Education Association

KLA — Kentucky Library Association

KSMA — Kentucky School Media Association

NEA — National Education Association

SELA — Southeastern Library Association

YASD — Young Adult Services Division

Pupil — A child officially enrolled in school.

Exceptional child - A person under twenty-one who differs in one or more respects from average or normal children to such a degree special educational programs or services are needed.

School Media Consultant - An employee of the Bureau of Instruction, Division of Instructional Media, Department of Education, who works with school media librarians in an advisory capacity.

Design for Learning - Instructional organization. Different curricular patterns of instruction such as large group, individualized instruction, departmentalization, etc.

Media - Printed and nonprinted forms of communication and the equipment needed for utilization. The terms "media," resources" and "materials" are used interchangeably in this document.

Media Center - A learning center in a school where a full range of media and services from professional media personnel are accessible to students and faculty.

Media Clerk - Staff member with technical and clerical competencies that include typing and should include experience in operation, production and maintenance of media.

Media Librarian - A professionally educated person who meets Kentucky's media librarian certification requirements.

Media Program - The expression of all media functions including their delineation, their implementation in working with users, and their evaluation and projection. It is realized through interaction among personnel, processes, and information sources.

Media Staff - The personnel, both professional and supportive, who carry on the activities of a media center and its program.

Teaching Station - Any part of the school where formal instruction takes place. Media centers are not included within this definition, although it is recognized that instruction takes place in the media program.